DOCUMENT RESUME

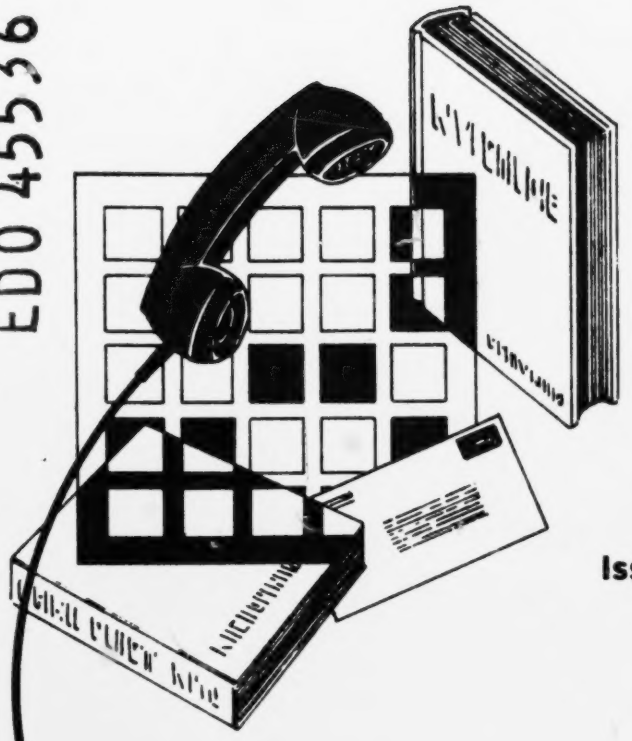
ED 045 536 SO 000 467

TITLE	California Curriculum Newsletter.
INSTITUTION	California State Dept. of Education, Sacramento. Bureau of Reference Services.
PUB DATE	Nov 69
NOTE	11p.
JOURNAL CIT	California Curriculum Newsletter; v13 n5 Nov 1969
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.65
DESCRIPTORS	Educational Innovation, Instructional Innovation, *Newsletters, Program Descriptions, *Social Sciences, *State Boards of Education, *State Curriculum Guides
IDENTIFIERS	*California

ABSTRACT

This particular issue of the "California Curriculum Newsletter" focuses on the proposed Social Sciences Framework--its status, an evaluation, aids to interpretation, and its availability. Trends in California social sciences textbooks are briefly discussed, and highlights are offered of five programs related to the social sciences which have attracted widespread interest. The newsletter was discontinued in July 1970. (JLB)

ED0 455536



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CALIFORNIA CURRICULUM NEWSLETTER

Issued by the BUREAU OF REFERENCE SERVICES, John Church, Chief
DIVISION OF INSTRUCTION, Eugene Gonzales, Chief
CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty - Superintendent of Public Instruction

Volume XIII, 5 November, 1969

SP 000 467

STATUS OF THE PROPOSED SOCIAL SCIENCES FRAMEWORK . . . 1

EVALUATION OF PROPOSED SOCIAL SCIENCES FRAMEWORK BY ORANGE COUNTY EDUCATORS 2

AN INTERPRETIVE KEY TO THE PROPOSED SOCIAL SCIENCES FRAMEWORK 2

AVAILABILITY OF PROPOSED SOCIAL SCIENCES FRAMEWORK . . 3

NEW DIRECTIONS IN CALIFORNIA SOCIAL SCIENCES TEXTBOOKS 3

CCSS 4

NEW STAFF MEMBER IN DIVISION OF INSTRUCTION 4

ESEA TITLE III--PROMISING ALTERNATIVE SOLUTIONS TO EDUCATIONAL NEEDS IN CALIFORNIA 4
- EPOCH 5
- Project Future 5
- Geography--An Integrative Discipline 6
- Project Simulations 7
- Operational Learning 10

LIST OF NEW MATERIALS RECEIVED 8

ED045536

STATUS OF THE PROPOSED SOCIAL SCIENCES FRAMEWORK

The purpose of frameworks developed at the State level in California is to provide general guidelines which may be considered by local educational units in curriculum planning and to form a basis for determining the areas of subject matter for which textbooks should be selected by the State Board of Education on the basis of recommendations from the State Curriculum Commission.

In 1962, the California State Board of Education adopted the "Social Studies Framework for the Public Schools of California". The State Board of Education established a Statewide Social Sciences Study Committee which was charged in the spring of 1965 with the responsibility for developing a new framework reflecting more up-to-date thinking in the social sciences.

The Committee presented a 186-page report titled, "Social Sciences Education Framework for California Public Schools, Kindergarten and Grades 1 through 12" to the State Board of Education in the fall of 1968. The State Board of Education did not adopt the Framework at this time but rather asked that a study of field reaction be conducted by the State Department of Education and the Curriculum Commission.

Last spring a questionnaire and the Framework were sent to all district and county superintendents, lay persons, teachers, representatives of minority groups, and other persons. The 2,211 objective-type responses which were returned to the Department of Education were tallied with the assistance of a computer. Two college professors were given the computer printout to make independent tallies and interpretations of the responses which had been received. Also, one of them was given the responsibility of summarizing the responses to the essay questions in the questionnaires. The professors were Dr. Gordon Davies of California State College at Hayward and Mr. Albert Di Pippo of the University of Southern California. The two gentlemen met for the first time when they presented a report to the California State Curriculum Commission in August. A written report by the two professors was given to the members of the State Board of Education before the November meeting of that Board. A summary of the report has been placed in each of the Regional Curriculum Depositories and the Bureau of Reference Services.

Generally, reactions to the ideas of the framework have been favorable. However, there is general agreement that it could be improved by simpler and clearer writing. On the basis of a recommendation from the State Board of Education at its September meeting approved funds to be used for modifying the proposed Social Sciences Framework. This will be done by some person or persons outside of the Department of Education with advice from the former Social Sciences Study Committee, the Curriculum Commission, and the State Department of Education.

EVALUATION OF PROPOSED SOCIAL SCIENCES FRAMEWORK
BY ORANGE COUNTY EDUCATORS

In response to a questionnaire sent to the 30 districts in Orange County by Carroll F. Creighton, Coordinator, Social Sciences, Office of the Orange County Superintendent of Schools, 26 evaluations of the proposed Social Sciences Framework were received. The following are quotations from the report prepared by Mr. Creighton:

> *In summary, the document is considered especially appropriate by evaluators in this county in the areas of measurability of objectives (cognitive), flexibility inquiry methodology, and disciplinary emphasis (geography and behavioral sciences).*
>
> *It is considered to be inappropriate in all areas of communication, measurability (affective objectives), applicability (can it be implemented satisfactorily), factual data, lecture method of data giving, and history.*

The persons who evaluated the proposed framework for this study had also studied the panel reports and other documents which relate to the proposed framework.

***** ***** ***** *****

AN INTERPRETIVE KEY TO THE PROPOSED SOCIAL SCIENCES FRAMEWORK

The Bureau of Reference Services has on file a copy of a study which is intended to develop and present for use an interpretive key through which the Proposed Social Sciences Framework may be understood and implemented at the classroom level. It is a master of arts thesis finished by Roger A. Schwind in July at the California State College at Los Angeles under the title "An Interpretive Study of the Proposed K-12 Social Sciences Education Framework dated October, 1968", 76 plus pages. Besides the usual explanation of methods used in conducting the study and certain interpretations, this thesis is particularly useful for its appendices. Appendix A gives detailed descriptions of learning experiences about the early explorers from Spain and points out which types of inquiry processes are involved. A bibliography of materials for pupils and for teachers is included. Appendix B follows with a discussion of the utilization of the analytic, integrative, and policy modes in the context of the Appendix A.

Appendix C describes concept building and offers an example of classroom interaction and the conceptualization process with an actual teacher dialog with children. Appendix B provides samples of secondary themes related to the same topic of the Spanish explorers to be pursued if desired for the purpose of developing additional concepts or for reinforcing known concepts. Appendix C provides a suggested chart by which pupils could compare Spanish and Aztec cultures on specific points. Appendix F lists the various elements of the cognitive and inquiry processes discussing the elements basic to the forming of concepts, generalizations, and approaches to problem solving.

Persons having questions about the study may address them directly to Mr. Schwind at 1326 Soldano Drive, Azusa, California 91702.

***** ***** ***** *****

AVAILABILITY OF PROPOSED SOCIAL SCIENCES FRAMEWORK

Only enough copies of the Proposed Social Sciences Framework were prepared for the study of the Framework which was requested by the State Board of Education.

Persons who reviewed the Framework now have copies. A person desiring to read a copy may go to any of the Regional Curriculum Materials Depositories or the Bureau of Reference Services and obtain copies.

No copies are available for purchase or gift from the State Department of Education.

***** ***** ***** *****

NEW DIRECTIONS IN CALIFORNIA SOCIAL SCIENCES TEXTBOOKS

The State of California adopts no "social studies" textbooks. All textbooks currently in adoption are in specific fields such as civics, geography, or history with some from other social sciences disciplines falling under a category called "related social sciences". New textbooks which will be adopted in the field of social sciences for kindergarten through Grade 4 are anticipated to embody changes from traditional patterns if one can judge by the criteria which were included in the official call for bids for textbooks issued by the California State Board of Education on March 14. A person reviewing these criteria will find many of the ideas of the leading thinkers in the field of social sciences as related to public school instruction. Included among the broad program goals are such objectives as "to think logically and intelligently--translate, interpret, analyze, synthesize, and evaluate".

Among purposes within program scope the following is included: "To become familiar with concepts of the various social sciences--anthropology, economics, geography, history, political science, psychology, and sociology".

The program sequence is to include material on our American heritage at each grade level as well as our basic institutions, man in his environment, economic principles and practices, and world geography. Included among other topics in kindergarten is study of man as a product of heredity and environment; in grade 1, economics; in grade 2, global geography; in grade 3, world history and man's laws; and in grade 4, geographic settings in California and the West as well as California history.

The State Curriculum Commission has prepared criteria for grades 5 through 8 for new textbooks in the social sciences which will be presented to the State Board of Education for consideration. When criteria are adopted a call for bids will be issued requesting that books be submitted in June for these grades. It is anticipated that new thinking in the social sciences will be included in these criteria.

C C S S

CCSS, the professional association for persons in California concerned with the social sciences, now has an Executive Secretary, Richard Whinnery, 2205 - 16th Street, Sacramento 95818.

***** ***** ***** *****

NEW STAFF MEMBER IN DIVISION OF INSTRUCTION

Dr. John Stolliker recently received a permanent appointment to the position of Chief, Supplemental Education Services Section. Prior to receiving the permanent appointment he served in the same position on a nine months temporary basis pending the outcome of a written and oral examination. He is responsible directly to Dr. Eugene Gonzales, Chief, Division of Instruction.

He earned his doctorate in 1963 from the University of Southern California. He has served in numerous administrative positions in the State of California including ten years as superintendent of a unified school district. He brings to us a wealth of educational experience and has traveled extensively visiting schools in over twenty foreign counties.

***** ***** ***** *****

ESEA TITLE III--PROMISING ALTERNATIVE SOLUTIONS TO EDUCATIONAL NEEDS IN CALIFORNIA

Innovative programs have been and are being developed throughout the state as a result of the concern of California educators and the encouragement offered by funds made available under provisions of Title III of the Elementary and Secondary Education Act of 1965. Dozens of districts work with Supplementary Education Centers and the Bureau of Program Planning and Development of the State Department of Education to explore and develop alternative solutions to educational needs.

Narrative reports of one hundred fifty three projects operational from July 1, 1968 through June 30, 1969 are being published in a second THE CALIFORNIA PACE. In November copies of this publication will be mailed by the Bureau of Reference Services to all county and district superintendents and to Regional Curriculum Materials Depositories. Copies will be available for public reference in the Bureau of Reference Services. For detailed information on particular projects the Bureau of Program Planning and Development should be contacted.

This issue of the California Curriculum Newsletter spotlights five programs relating to the social sciences which have attracted widespread interest. Certain of these programs are still funded by Title III, some are now being carried on by the local districts, while others are no longer operational. In all cases, however, pupil populations and professional staff have benefited from these "different" approaches.

E P O C H

Visualize . . . a new kind of instructional environment where a Demonstration Chamber utilizes cineramic type projection to surround the viewer with life-size scenes called into being by the EPOCH (Educational Programming of Cultural Heritage) teacher who can operate rear and front projection movies, filmstrips, music, and supplementary voice tapes from a single control console. *Visualize* . . . a World History Time Table where all the countries of the world are named and concentric circles mark off the passage of centuries from the remote past to the present . . . an eleven foot table where three dimensional replicas trace life patterns of mankind from hunting, fishing, and gathering, to the birth of agricultures and from ancient civilizations to the age of international communications. *Visualize* . . . a Resource Room which offers slides, filmstrips, movies, tapes, records and artifacts representing certain high points of human achievement through the ages--all for the use of pupils and teachers. *Visualize* . . . a reference system to integrate all these resources on all subjects from all periods and all places.

Visualize all this and you will have a mental image of the Berkeley Unified School District's Title III project, EPOCH.

Certain elementary grade classes from Berkeley and adjacent unified districts were selected as experimental groups to be exposed to this environment where comprehensive resources and advanced technology have been brought together to teach man's cultural heritage. The pupils, through visiting the Resource Room, have enriched audio-visual and tactile learning experiences in the humanities and social sciences in both group and individual situations. The comprehensive information and materials retrieval file relates anthropology, art, architecture, dance, drama, geography, history, literature, music, religion, and other subjects within a reference system for teachers and pupils and further extends their horizons. Individual learning stations enable each pupil to use slides, books, filmstrips, film loops, tapes, records, mounted prints, or whatever other resources are available to complement the lesson in the demonstration room as well as explore new areas of widening interest.

Teacher interviews are utilized to determine the value of the EPOCH experience in terms of pupil learning, possibilities for classroom follow-up and improved instruction, and potential use of the plan as a complementary resource for regular classroom instruction and the general school program. These interviews and pupil surveys reflect an overwhelming positive response to these learning experiences.

The project has just completed its second year of full operation and hopes to expand its services to all kinds of pupils of all ages in all subjects.

Project Future

Students of junior high school age, 12 to 14 years old, were the target of Project Future--a two year Title III program of the Pajaro Valley Unified School District. The project was centered in the Aptos School and involved teachers, parents, and students in the planning, evaluation, revision, and refinement of an exemplary educational program with major focus on the social sciences.

Student need surveys in the district indicated the necessity of a curricular design to: (1) prepare youth for successful transition from rural to urban living; (2) give considerations to student characteristics, attitudes and preferences; (3) identify a teaching/learning process to enhance involvement and motivate students, and; (4) reduce the anxiety or uncertainty of young adolescents about transitional problems in moving from the elementary to junior high school. These surveys were the impetus for the initiation of the two year pilot program.

Project activities included: (1) implementation for field-test purposes of a planned sequence according to a designated scheduling and grouping schema, continual review and modification of the sequence of units, and placement of students on the basis of information obtained through implementation experiences and evaluative findings; (2) presentation of units according to designated teaching-learning approaches and determination of the extent to which unit objectives were met; (3) total project evaluation, and; (4) consideration of the appropriateness and significance of program development, testing, and refinement of curricular data.

Pre and post tests were used to objectively measure the degree to which the objectives of the social sciences units were met in the areas of civics, economics, minority studies and political anthropology. Item analysis was used to determine program strengths and weaknesses, and to evaluate the validity of the testing instruments.

Project involvement far surpassed expectations in: (1) staff personal growth; (2) staff dedication to commitment to educational change on a long term basis; (3) increased understandings of the student population; (4) staff leadership development, and; (5) voluntary involvement of the entire high school social sciences staff. The transitional and program needs surveys indicated a need for many modifications of modes of instruction as well as selection of appropriate program materials.

Geography--An Integrative Discipline

The Santa Monica Unified School District involved over 5,000 pupils in grades K-4 and 170 teachers in an articulated social sciences program based on geography as the integrative discipline and incorporating concepts and skills from the other social sciences disciplines. The major objective was that of creating changes in teacher classroom behavior in the following areas: (1) the use of inquiry as an instructional technique and (2) the increased utilization of individual and small-group instruction. Other objectives were: (1) to instruct teachers in new geographic content; (2) to establish a geographic Field Study Center, and (3) to initiate and develop a pilot program for multi-media presentations. Objectives (2) and (3) will be largely realized at district expense.

During 1968-69 there was intensive evaluation of teaching strategies in the areas of inquiry, individualization of instruction, utilization of teacher consultants, development of pilot studies in grade five, and instruction of teachers in grades four and five in new geographic content. The latter was implemented in cooperation with the University of California at Los Angeles.

A great variety of written and audio-visual materials were produced. These include four pupil books and seven pupil booklets, teacher manuals, teacher background information, independent activity guides, terrain models, aerial photographs, floor maps, models of nineteen areas and/or historical periods, desk maps of twenty-seven areas, fourteen filmstrips, seven transparency series, acetate overlays of each individual school neighborhood, kits of rocks and minerals of the Los Angeles basin, flo-charts, and historical photographs of Santa Monica and Los Angeles.

The cognitive domain was measured through the use of various district produced instruments as well as the Houghton-Mifflin Primary Social Studies Test (Grades 1-3) and the Iowa Test of Basic Skills (Grades 4-6). These latter tests were administered in order to gain measures of student achievement in comparison with national norms. The affective domain will be measured by instruments which will include assessment of pupil and teacher growth in the skills of inquiry, and assessment of pupil attitudes based on the Osgood Semantic Differential and on Mager's Indicators of Attitude.

Primary emphasis of the project during the 1968-69 year was the implementation of the program in all fourth grade classes. During 1969-70 the fifth grade is being brought into the program and in 1970-71 the sixth grade will be included (at district expense).

Project Simulations

Sunnyvale Elementary School District has involved several hundred seventh and eighth grade students in a relatively new approach to learning in their social sciences classes. Approximately 150 of these pupils had had numerous failure experiences, were identified as "discipline problems", and had demonstrated negative self-images. As a group they represented low ability and achievement levels with little positive motivation.

The new approach--simulations--was used in an attempt to determine whether this learning method could create in these pupils an enthusiasm for school and learning, an improved self-image, and a sense of belonging instead of alienation. Because of the interest of the teachers, their desire to use simulations with additional classes, and the introduction of team teaching schedules, many more pupils had this new experience than had been anticipated when the project was planned.

Test instruments used to measure the objectives included an attitude inventory, an interest inventory, and a pupil reaction form, all completed by the pupils. Teachers completed an evaluation of pupil attitude and behavior. Stanford Achievement Tests were given to eighth grade pupils before and after their experience in simulations. Target groups showed significant improvement in attitudes and behaviors in their personal, community, and school life, and in their attitudes toward the social sciences. Teacher reactions were generally positive. They noted the pupils' enthusiasm and indicated a desire to use more simulations in the future.

Also see article on page 10 Operational Learning.

LIST OF NEW MATERIALS RECEIVED

Following is a list of publications added to the Bureau of Reference Services since the *October, 1969,* issue of the *Newsletter*. This list does not include California State Department of Education publications and materials previously received in the Bureau.

If you wish to obtain copies of the materials listed for your files, please write directly to the sources of publication. Where prices were available with the publications they have been listed for your convenience. Copies are loaned to persons who come into the Bureau of Reference Services. All the annotated items as well as many other are located in the Regional Curriculum Materials Depositories.

All annotations are prepared by the Regional Curriculum Materials Depository located in the Education Library of Long Beach State College.

BUSINESS EDUCATION

San Diego Unif Sch Dist, A GUIDE FOR TEACHING OFFICE TRAINING, 404 pp. 1968.

Victor Valley Joint Union High Sch Dist, COURSES OF STUDY IN BUSINESS EDUCATION, unpaged, 1969.

CULTURALLY DISADVANTAGED

Escondido Union High Sch Dist, COUNSELOR-AIDE FOR THE MEXICAN-AMERICAN, 28 pp. 1967.

Esparto Unif Sch Dist, SUMMER MIGRANT PROJECT, A Summer Session Designed Especially for Children who Follow the Crops, 17 pp. 1967.

Los Angeles, University of California, REMEDIATION OF LEARNING PROBLEMS IN CULTURALLY DISADVANTAGED CHILDREN, 50 pp.+, 1967.

New York, Board of Education, SECONDARY SCHOOLS CURRICULUM GUIDE, TEACHING ABOUT MINORITIES IN CLASSROOM SITUATIONS, 115 pp. 1968, $2.00.

Stockton Unif Sch Dist, MEXICAN - AMERICAN STUDIES, 127 pp. 1969.

DRIVER EDUCATION

Victor Valley Joint Union High Sch Dist, DRIVER EDUCATION AND TRAINING, leaflet, n.d.

ENGLISH - Drama

Long Beach Unif Sch Dist, A GUIDE TO TEACHING DRAMATICS 1-2, 139 pp. 1968.
Covers units on designs for drama, designs for motion, designs for sound, designs for message, designs for masters, and designs unlimited.

ENGLISH - General

San Diego Unif Sch Dist, TEACHING NEWS AND CURRENT EVENTS, In the Elementary Grades, unpaged, 1968.

ENGLISH-Language (Linguistics & Grammar)

Whittier Unif Sch Dist, PORTFOLIO OF MATERIALS ON LINGUISTICS (7-8), unpaged, n.d.

ENGLISH - Literature

San Jose Unif Sch Dist, BLACK LITERATURE FOR THE 11TH GRADE ENGLISH PROGRAM, unpaged, 1968.

ENGLISH - Reading - General

San Juan Unif Sch Dist, ELEMENTARY READING INSTRUCTIONAL SYSTEM GUIDE, unpaged, 1969.

ENGLISH-Reading (Remedial-Developmental)

Kings Canyon Unif Sch Dist, A GUIDE FOR THE CONTINUOUS PROGRESS DEVELOPMENTAL READING PROGRAM, unpaged, 1968.

New York, Board of Education, SEQUENTIAL LEVELS OF READING SKILLS, 49 pp. 1967, $2.00.

ENGLISH-Speaker of Other Language

Oakland Unif Sch Dist, TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES PART I ADMINISTRATION, 71 pp. 1969.

_____, TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, PART II INSTRUCTION, 105 pp. 1969.

FIELD TRIPS

Alameda County Schs, ALAMEDA COUNTY EDUCATIONAL RESOURCE GUIDE, unpaged, 1969.

FOREIGN LANGUAGE - General

Victor Valley Joint Union High Sch Dist, COURSES OF STUDY IN FOREIGN LANGUAGES, unpaged, 1969.

GENERAL COMPREHENSIVE

Alameda County Schs, BASIC COURSE OF STUDY 1969-70, 121 pp. 1969.

Folsom-Cordova Unif Sch Dist, COURSE OF STUDY, unpaged, 1969.

_____, COURSE OF STUDY, Folsom High School, unpaged, 1969.

_____, INSTRUCTIONAL GUIDE, Folsom High School, paged by section. 1969.

Folsom Joint Unif Sch Dist, W. E. MITCHELL JUNIOR HIGH SCHOOL COURSE OUTLINES, paged by section. 1969

Oakland Unif Sch Dist, SENATE BILL 1 and AB 1168 RECOMMENDATIONS, Elementary, 49 pp. 1969.

Perris Valley Jr High Sch, COURSE OF STUDY, grades seven through nine, unpaged, n.d.

San Bernardino County Schs, COURSE OF STUDY FOR ELEMENTARY SCHOOLS, 197 pp. 1969, $2.00.

San Diego County Schs, BASIC COURSE OF STUDY 1969-70, 98 pp. 1969.

HEALTH AND SAFETY

San Diego Unif Sch Dist, GUIDE FOR HEALTH INSTRUCTION IN PHYSICAL EDUCATION, Grade 7, unpaged, 1967.

South Bay Union High Sch Dist, HEALTH SCIENCE INSTRUCTION GUIDE, 94 pp. 1969.

Stockton Unif Sch Dist, HEALTH INSTRUCTION GUIDE, 222 pp. 1969.

Victor Valley Joint Union High Sch Dist, HEALTH EDUCATION, 2 pp. n.d.

KINDERGARTEN

South Carolina, Department of Education, GUIDE FOR TEACHING KINDERGARTEN, 43 pp. n.d.

MANUALS AND HANDBOOKS

San Diego Unif Sch Dist, A GUIDE TO PROCESS REPORTING, RECORD KEEPING, AND PROMOTION POLICIES FOR ELEMENTARY SCHOOLS, unpaged 1968.

_____, A HANDBOOK FOR SUPERVISING TEACHERS IN ELEMENTARY SCHOOLS, unpaged, 1969.

MORAL AND SPIRITUAL

Hughson Union High Sch, LEVEL 11, HEROISM, unpaged, n.d.

Pasadena Unif Sch Dist, REPORT OF THE MEETING, ACTIVITIES, AND RECOMMENDATIONS OF THE SCHOOL-COMMUNITY COMMITTEE ON RESPECT FOR LAW, SELF-DISCIPLINE, AND MORALITY, paged by section. 1967.

MUSIC

Nebraska, Department of Education, MUSIC FOR NEBRASKA'S ELEMENTARY SCHOOLS, 160 pp. 1968.

Victor Valley Joint Union High Sch Dist, COURSES OF STUDY IN MUSIC, unpaged, 1969.

PHYSICAL EDUCATION

Victor Valley Joint Union High Sch Dist, COURSE OF STUDY IN PHYSICAL EDUCATION, unpaged, 1969.

Wasco Union High Sch, PHYSICAL EDUCATION COURSE OF STUDY, unpaged, 1968.

SCIENCE

Nebraska, Department of Education, IDEAS AND ACTIVITIES FOR ELEMENTARY SCHOOL SCIENCE, unpaged, 1969.

Wasco Union High Sch, SCIENCE COURSE OF STUDY, General Science, Junior-Senior Biology, General Biology, Science Survey, Chemistry and Physics, unpaged, 1968.

SOCIAL SCIENCES-American Heritage

Santa Monica Unif Sch Dist, SOCIAL SCIENCES IN OUR AMERICAN HERITAGE, Grades K-3, 163 pp. 1966.

_____, SOCIAL SCIENCES IN OUR AMERICAN HERITAGE, Grade 4-6, 307 pp. 1966.

SOCIAL SCIENCES-Community Resource

Santa Barbara County Schs, HISTORY OF SANTA BARBARA COUNTY, 84 pp. 1969.

Santa Clara County Schs, SERVING 300,000 CHILDREN, unpaged, 1969.

SOCIAL SCIENCES -Core

San Jose Unif Sch Dist, BLACK LITERATURE FOR THE 8TH GRADE ENGLISH PROGRAM, unpaged, 1968.

_____, BLACK LITERATURE FOR THE 9TH GRADE ENGLISH PROGRAM, unpaged, 1968.

SOCIAL SCIENCES - Economics

San Jose State College, ECON 12, STUDENT WORKBOOK, UNIT I, 145 pp. 1967.

SOCIAL SCIENCES - General

Los Angeles, California State College, AN INTERPRETIVE STUDY OF THE PROPOSED K-12 SOCIAL SCIENCES EDUCATION FRAMEWORK, 70 pp. 1969.

Eureka City Schs, SOCIAL SCIENCES Grades 7-12, 41 pp. 1967.

Michigan, Department of Education, ACTION IN THE SOCIAL STUDIES, 55 pp. 1968.

Tulare County Schs, CALIFORNIA ITS PEOPLE, ITS PROBLEMS, ITS PROGRESS, unpaged, 1968.

SOCIAL SCIENCES - General

Valley Oaks Union Sch Dist, GUIDE FOR TEACHERS OF GRADES ONE TO FIVE ON THE USE OF A SCHOOL GROUND LEARNING AREA, unpaged, 1968.

Wasco Union High Sch, SOCIAL STUDIES "A" COURSE OF STUDIES, Government, U.S. History, World History, and Psychology, unpaged, 1968.

SOCIAL SCIENCES - Geography

Canada, Toronto Board of Education, GEOGRAPHICAL CONCEPTS AND SKILLS, 17 pp. n.d.

Culver City Unif Sch Dist, TEACHER'S GUIDE, A SUPPLEMENT TO NINTH GRADE SOCIAL STUDIES, A Process Approach, unpaged, 1968.

Missouri, State Dept. of Education, WORLD GEOGRAPHY, A Guide for Teachers, 257 pp. 1968.

SOCIAL SCIENCES - Government

Los Angeles Unif Sch Dist, ADVENTURES IN UNITED STATES HISTORY, Unit 7: Our Government at Work, 44 pp. 1968.

Pomona Unif Sch Dist, AMERICAN GOVERNMENT, Problems, Grade 12, 60 pp. 1964

Santa Monica Unif Sch Dist, LAW DAY, U.S.A., 31 pp. 1967.

SOCIAL SCIENCES - Other

Ventura County Schs, TEACHER'S RESOURCE GUIDE KINDERGARTEN-PRIMARY LEVEL, TRAINING OF PERCEPTUAL MOTOR SKILLS, 63 pp. 1969.

SOCIAL SCIENCES - U.S. History

Berkeley Unif Sch Dist, U.S. HISTORY: A STUDY OF THE AFRO-AMERICANS, 148 pp. 1968.

Idaho, Dept. of Education, PATRIOTIC HERITAGE, 57 pp. 1968.

Jefferson Elementary Sch Dist, NEGROES IN CHILDREN'S BOOKS, 37 pp. 1969.

Los Angeles Unif Sch Dist, ADVENTURES IN UNITED STATES HISTORY, 220 pp. 1967.

_____, ADVENTURES IN UNITED STATES HISTORY Unit 1: Colonists Settle in the New World and Gain Independence, 60 pp. 1967.

_____, ADVENTURES IN THE UNITED STATES HISTORY Unit 2: A New Nation, 41 pp. 1967.

_____, ADVENTURES IN THE UNITED STATES HISTORY Unit 3: Americans Move West, 50 pp. 1967.

_____, ADVENTURES IN UNITED STATES HISTORY Unit 4: The Civil War Divides the North and South, 54 pp. 1967.

_____, ADVENTURES IN UNITED STATES HISTORY Unit 5: Growth of Industrial America, 45 pp. 1968.

_____, ADVENTURES IN UNITED STATES HISTORY Unit 6: New Problems for Industrial America, 52 pp. 1968.

_____, ADVENTURES IN UNITED STATES HISTORY Unit 8: The United States Becomes a World Power, 81 pp. 1968.

Louisiana, New Orleans Public Schs, THE ELECTION OF THE PRESIDENT OF THE UNITED STATES, 26 pp. 1968.

San Jose Unif Sch Dist, THE ENRICHMENT CURRICULUM FOR BLACK STUDIES IN AMERICAN HISTORY CLASSES: Eighth Grade, unpaged, 1968.

SOCIAL SCIENCES - U.S. History (con'd)

San Jose Unif Sch Dist, THE ENRICHMENT CURRICULUM FOR BLACK STUDIES IN AMERICAN HISTORY CLASSES: Eleventh Grade, unpaged, n.d.

San Mateo Union High Sch Dist, MINORITY CULTURE, SECTION I: Black History, 55 pp. 1968.

Stockton Unif Sch Dist, U.S. HISTORY, Contemporary, 95 pp. 1969.

SOCIAL SCIENCES - World History

Alhambra City Schs, A STUDY OF MEXICO AND BRAZIL, Grade 6, 56 pp. 1967.

Long Beach Unif Sch Dist, LATIN AMERICA, 246 pp. 1968.

San Jose Unif Sch Dist, CURRICULUM GUIDE, SOCIAL STUDIES SENIOR HIGH SCHOOL, 24 pp. n.d.

University of the State of New York, SOCIAL STUDIES, Tentative Syllabus, Grade 10: European Culture Studies, 43 pp. 1969.

SPECIAL EDUCATION-General

Oklahoma State Dept. of Education, A PROGRAM OF EDUCATION FOR EXCEPTIONAL CHILDREN IN OKLAHOMA, 108 pp. 1968.

SPECIAL EDUCATION-Mentally Retarded

Alameda County Schs, INDIVIDUALIZED DIAGNOSTIC TEACHER'S GUIDE FOR TRAINABLE MENTALLY RETARDED, 42 pp. 1969.

Fresno County Schs, PRIMARY, A CURRICULUM GUIDE, To accompany the course of study for special training classes, unpaged, 1968.

_____, UPPER ELEMENTARY, A CURRICULUM GUIDE, To accompany the course of study for special training classes, 220 pp. 1969.

SPECIAL EDUCATION-Mentally Retarded (con'd)

Fresno County Schs, INTERMEDIATE, A CURRICULUM GUIDE, To accompany the course of study for special training classes, 233 pp. 1968.

Redlands Unif Sch Dist, CURRICULUM GUIDE FOR SECONDARY EDUCABLE MENTALLY RETARDED, 58 pp. 1969.

Stanislaus County Schs, COURSE OF STUDY EDUCABLE MENTALLY RETARDED, 57 pp. n.d.

Wasco Union High Sch, SPECIAL EDUCATION, COURSE OF STUDY (Mentally Retarded), 41 pp. 1968.

SPECIAL EDUCATION-Physically Handicapped

Los Angeles, California State College, DEMONSTRATION OF HOME AND COMMUNITY SUPPORT NEEDED TO FACILITATE MOBILITY INSTRUCTION FOR BLIND YOUTH, 91 pp. 1968.

_____, IN-SERVICE TRAINING STAFF DEVELOPMENT FOR EDUCATORS OF DISADVANTAGED DEAF CHILDREN, Final Project Report, 26 pp. 1966.

Nebraska, Dodge County Supt. of Schs, PROJECT MOBILE UNIT SUPPLEMENTING EDUCATION, Speech and Hearing Services, 35 pp. 1969.

TEAM TEACHING

Sam Brannan Junior High Sch, TEAM TEACHING, 14 pp. 1968.

VOCATIONAL EDUCATION

Ohio, Ohio State University, SECOND ANNUAL NATIONAL VOCATION-TECHNICAL TEACHER EDUCATION SEMINAR PROCEEDINGS, 188 pp. 1969.

Oklahoma State Dept. of Education, A GUIDE FOR DEVELOPMENTAL VOCATIONAL GUIDANCE, Grades K-12, 161 pp. 1968.

***** ***** ***** ***** *****

Operational Learning

The Desert Center and San Jacinto Unified school districts collaborated during 1967-68/1968-69 in a Title III project to promote the learning of concepts and processes. Simulations and games were the central curriculum additions used to attain the principal objective. The project staff believed that the primary responsibility for learning should be transferred from the teacher to the student. Other major goals were to increase the student "output" and to improve the student's critical and creative thinking. Students involved were in grades 7-12.

In-service workshops helped teachers prepare to incorporate simulations and games into the existing program to utilize a full range of materials for individual studies, and to make use of materials designed for the "Instructoscope". Students were involved in the selection and refinement of existing simulations and in the invention of new and appropriate simulations and games.

Pre and post tests were designed and used as a part of the evaluation process. Although the final evaluation will not be made until the end of the 1969-70 year the process of continuous review has caused the re-designing of many of the operational and evaluative procedures.

Information concerning the project is contained in the two basic documents, "Operational Learning 1968-69" and "Operational Learning 1969-70". These are available from the Desert Center Unified School District (Eagle Mountain, California 92241) on an actual cost basis.